

EFFECTIVENESS DEGREE OF ADMINISTRATIVE PROCEDURES ADOPTED IN HANDLING THE VIOLATION OF THE STUDENTS SITTING FOR GENERAL SECONDARY CERTIFICATE EXAM AS PERCEIVED BY THE HEADS OF HALLS AND CONTROLLERS

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Abstract

This study aimed at recognizing the degree of administrative procedures effectiveness adopted in treating the violation by the students sitting for the General Certificate Secondary Exam as perceived by the halls heads and the controllers. They study aimed at determining the impact of (gender, experience and position) variables on the degree of sample responsiveness. The sample consisted of 147 controllers and 33 hall heads. The researchers developed a questionnaire of 48 items. After the instrument was verified against reliability and stability it was distributed over the sample members. The study found several results, mainly that the total estimation of the administrative procedures effectiveness adopted in treating the violation by the students sitting for Secondary Certificate Exam as perceived by the hall heads and controllers was high. The value of arithmetic mean was 3.96, while results showed no statistically significant differences ($\alpha \leq 0.05$) attributed to the variable of experience in terms of penalty of cancellation of the test of a student in one subject during check phase, where the differences were in favor to the experienced (>10 years) persons.

Keywords: Administrative procedures, students' violations, Exam of General Secondary Certificate , Exam Hall heads and controllers

Introduction

Evaluation is one of the important aspects of educational development processes that require continuous review and improvement so as to be a reliable and objective criterion for judging the effectiveness of learning-teaching process and make the decisions to improve it. The dynamic educational systems review its teaching and educational policies continuously, and develop its plans and programs to meet the needs of society and to be able for competition internationally.

Since the teaching-educational process plays an important role in the development of nations, it requires the focus on the exam system because the exam is one of the keys of educational reform since it aims at diagnosing the points of strength and weakness of teaching performance. This process will find solutions for disorders and correct the mistakes in educational process (Eideh, 2001). The exams are organized processes that have stages, criteria and ethics. The success, evaluation and analysis of results as well as using the orders and regulations that facilitate and organize the implementation of exam (Oudeh, 1989).

The exam of general secondary certificate in Jordan is considered as one of the most important means to determine the level of accomplishment of educational objectives.

It is also the sole criteria for admission to universities and pursue of education as well as the sole path to labour market. For these reasons the procedures of exam require much time and efforts, while such procedures became a burden on the educational system (Bashairah et al, 1985), though the exam is an extension to the previous classes and the natural outputs. But general exam has its own specific importance despite the achievements of the students in the previous years. The 12th year is the fate of the students and their families besides its impacts of anxiety and stress for all members of families (Mahnflah, 1995).

The parents of students have special priority to the results of general certificate exams, therefore they have specific perspective towards the exams that lead to different reflections to these exams by the students in general (Awadd, 2002).

The educational studies like (Alm'ani, 2008) and (Aeideh, 2001) emphasized that cheating in exams is the most dominating in the educational field, so the problem of cheating and leakage of questions became the most critical points and problems that face the society. The ugly violation of exam rules committed by students can threaten the educational system since cheating is one of corruption images that it spreads rapidly in the absence of strict punishment (Al-Zeer, 2010).

Ministry of Education seeks to provide the suitable atmosphere that keeps equal opportunities and avoid the problems impeded in the exam (Abu

Alasher, 2004). With the new and varied methods of cheating that students use through exploiting the advanced technology of communication, the text of exam can be sent anywhere urgently and timely to a person who can solve the questions and send back the answers to the students, or through using shouting or loudspeakers outside the halls. The behavior of cheating practiced by students can be unintended violation but they use it to avoid failure in exam, so they commit another violation and get in trouble and penalty of deprivation or quit off exam (Al Kardari, 2010).

For these reasons the Ministry was in a position of reviewing the administrative and technical instructions of the exam so as to set new strict instructions that include harder penalties against violators through using new technologies that can fight the cheating methods.

Each semester more that 150 thousand of students, of them 50 thousand of private study, sit for the exam under the same conditions and questions. The administrative procedures applied in treating the violation of students in the exam need review, follow up and development to overcome such violation.

Therefore, this research will pinpoint the effectiveness of these procedures, and will be important in improving such procedures, in the framework of educational system.

Problem of the Study

Inspite of continuous review and modifications of the exam instructions for general secondary certificate, we still notice some complaints by the teachers who control the halls and apply the administrative and technical instructions of the exam. This case urged the researchers to study the reasons of such complaints and the effectiveness of administrative and technical procedures applied prior, during and after the exam.

The study scans the status-quo of the instructions and its effectiveness in achieving the set objectives, so as the decision makes can use any recommendations and results to improve these instructions. The problem of the study is: what is the degree of effectiveness in the administrative procedures applied in treating the students violations of the general certificate exam as perceived by the halls heads and controllers?.

Goals of the Study

The study aims at recognizing the degree of effectiveness in the administrative procedures applied in treating the violations of the students of the exam as perceived by the hall heads and controllers, through achieving the following objectives:

1. Recognize the perspectives of hall heads and controllers of exams in the Directorate of Education at Karak.

2. Estimate the extent of achieving the goals and objectives of instructions.
3. Determine the effectiveness of administrative procedures applied in treating the violations of students in the general exam as perceived by hall heads and controllers of exam.

Importance of the Study

The importance of the study is implied in:

1. Tackling the topic of administrative procedures applied in treating the students violations of exam.
2. Benefit the educational researches in Jordan and abroad.
3. Provide a feedback to improve the procedures and develop its contents.
4. Present recommendations for decision takers to apply upon potentials available.

Limits of the Study

This study is constrained by the following:

1. Human limits: The study focused only on the halls heads and exam controllers in the summer session of 2013 academic year.
2. Space limits: The study focused on the geographic domain of Karak Directorate of Education.
3. Time limit: This study was applied in the first semester in the academic year 2013/2014.

Conceptual and Procedural Definitions

❖ Effectiveness:

It is the extent by which any determined program can achieve its specific goals. It is in general a measure for the results of public services (Poland, 1999).

Procedurally, it is defined through the ability of administrative procedures, applied in treating the students violations of the general exam, to achieve the benefits and objectives planned. It is measured through the responses of sample members on the instrument items.

❖ General Secondary Certificate Exam (Tawjihi):

It is a state exam held, supervised and organized by the Ministry of Education for the students who completed the 12th grade, in school or privately. It is held twice a year (winter and summer) in the academic and vocational majors. Any student achieves success in this exam will be eligible to join the university and institute or labor market.

❖ **Literature Review:**

A'aidah (2001) study aimed at investigating the degree of effectiveness of orders and instructions related to the general exam of secondary certificate in Jordan and determining the impact of gender, qualification and expertise on the effectiveness of such orders and instructions. The study sample consisted of 400 male and female teachers in Governorate of Irbid. Data was collected through a questionnaire of 76 items distributed over four topics. The results indicated that perception of teachers towards orders and instructions effectiveness were above the average. The study indicated statistically significant differences to the favor of experienced teachers (11-20 years). It also indicated statistically significant differences among sample members attributed to the qualification for all topics. The study found no statistically significant differences attributed to the gender for all topics besides no impact of the dual and trail interactions among gender, qualification and expertise.

Al-Ma'ni (2008) study aimed at discovering the administrative and technical problems related to the general exam as perceived by the teachers and principals of secondary schools in Irbid Governorate. The sample consisted of 92 headmaster and 240 teachers (male and female). A questionnaire of 42 items covered three topics that are the technical problems, the administrative problems and the suggested solutions. The results indicated that the response of sample members to the exam problems was high and showed no statistically differences attributed to the qualification or experienced years in the exam.

Romanowski (2008) study about the role of the school in fighting cheating, found that the most crucial reasons of cheating were lack or weakness of scholar fidelity by students, while family and other civil society and religious institutions were responsible for this phenomenon. The study emphasized that cheating is an output of consumer not producer society so the students want only to obtain job and money not the quality of education.

Abu Zaid and Abu Zureiq (2008) study aimed at recognizing the main reasons for cheating and the most important effects as perceived by students and academic staff of Teachers' College at Tabuk University. The study seeked to suggest the solutions that enable in fighting the cheating. The study found that there was cheating phenomenon in the College while exams became anxiety and horror for student,

- **Comments on Literature Review:**

Our study has agreed with A'aide study (2001) in terms of the objective: to determine the degree of effectiveness of orders and instructions related to the general exam. Our study differed than Al Ma'ni (2008), Remanwishi (2008) and Abu Zaid & Abu Zureiq (2008) in that such studies dealt with the cheating phenomenon and its main reasons and solutions,

while our study selected the sample member from the closed circle with students during sitting for their exams, i.e: halls heads and controller.

Methodology and Procedures

• Methodology:

The study adopted the descriptive methodology which depends on the questionnaire as an instrument for data collection as well as scanning the theoretical and previous literature related to the topic.

Population of the Study:

The population of the study consisted of all hall heads and controllers who supervised the general certificate exam in summer 2013, in the region of Karak. There were 35 hall heads and 340 controllers.

Sample of the Study:

The sample consisted of 35 hall heads in the Directorate of Education at Karak due to their small number where 33 of them responded the questionnaire. There were 170 controllers where 147 of them responded the questionnaire. The sample consisted of 180 persons as shown in Table 1.

Table 1 Sample distribution upon qualification and job.

Variable	Level	No.	Total
Gender	Male	117	180
	Female	63	
Job	Hall head	33	180
	Controller	147	
Experience	< 10 y	152	180
	≥ 10 y	28	

Instrument of the Study

The researchers developed a questionnaire of two parts. The first part consisted of personal variables (gender, job, experience), while the second one consisted of items that measure the degree of effectiveness related to the applied administrative procedures in treating the violations of exam by students.

There were 48 items designed upon Likert Scale of 5 points. The items were distributed on 4 topics, besides the open question "In your opinion, what procedures that should be taken to fight the cheating phenomenon in the exam of Secondary General Certificate?".

Instrument Reliability

An initial copy of instrument was presented to some specialists and experts in education at Mu'tah, Jordan and Tafeela Universities besides some experts of Ministry of Education. The group of 20 persons studied and

reviewed the instrument where 80% of them approved the items. The second copy consisted of modified 49 items.

Stability of Instrument

The instrument was applied on a small sample of 25 persons of the population where stability coefficients calculated by using Kronbach-Alpha as shown in Table 2.

Table 2 Values of Stability Coefficient

Topic	Coefficient Value
Warning penalty	0.693
Cancellation of a course penalty	0.967
Cancellation of all courses in the same semester	0.974
Cancellation of all courses in the semester and next one	0.966
Cancellation of one exam during evaluation or extracting results	0.884
Total	0.986

Table 2 indicates that these values were suitable for study purposes.

Statistical Analysis

The package of SPSS was used to analyze data and find out arithmetic means and standard deviation for each topic, besides finding out the results of tri-multiple analysis of variance and interactions among variables.

- The applied criterion to judge the estimation degree.
 1. Low if arithmetic mean value was < 2.33
 2. Medium if arithmetic mean value $2.33 \leq x \leq 3.67$
 3. High if arithmetic mean value ≥ 3.67

This average was made through dividing the distance between 1-5 to 3 intervals.

Results

1. First Question: What is the effectiveness degree of administrative procedures applied in treating the violation of exam by students sitting for general certificate exam as perceived by hall heads and controllers?

To answer the question, the researchers calculated arithmetic means and standard deviations for the performance of the study sample on each topic, on the total and for each item. Table 3-8 indicates the results.

First: The Topics and Total.

Table 3

Arithmetic Means and Standard Deviations for the effectiveness degree of the administrative procedures applied in treating the students violations.

Topic No	Topic Name	Arith. Mean	St. Dev.	Rank	Estimation
4	Cancellation of all exam courses for this session and the next semester	4.15	1.10	1	High
3	Cancellation of all exam courses for this semester	4.02	1.01	2	High
2	Cancellation of one course	3.94	0.96	3	High
1	Warning	3.77	1.02	4	High
5	Cancellation of one course results during evaluation or extracting results	3.70	1.04	5	High
	Total	3.96	0.93		High

Table 3 shows that all topics have high estimation, where the highest one was topic (4) which states "penalty of cancellation of the exam for all courses in the semester and the next one". The value of arithmetic mean was 4.15 with a standard deviation of 1.10. The lowest estimation was for topic (5) which states "penalty of cancellation of the exam for one course during evaluation or extracting results". The value of arithmetic mean was 3.70 with a standard deviation of 1.04. The total estimation for the effectiveness degree was high, by 3.96 for arithmetic mean and 0.93 for standard deviation.

Such high results for all topics indicate the agreed view of hall heads and controller on the penalties because these penalties play a vital role in preventing or limiting the violations by other students. This procedure leads to a kind of discipline inside the exam halls, which is reflected on all students through justice and equality. Such penalties represent the negative suitable award against the committed deeds. The topic (4) got the first and highest rank which reflects the importance of punishment against violations while topic (5) obtained the least rank because checkers and evaluators may find some violations through answers that heads and controllers may not notice during exam session, which require the imposing of penalty on the suspected student during assessment and review of answers.

Arithmetic means and standard deviation for the effectiveness degree of the procedures applied in treating the violations of exam by students in the topic of warning.

Second: Topic of Warning Penalty:

Table 4

Topic No	Topic Name	Arith. Mean	St. Dev.	Rank	Est.
3	The student sits in a chair not assigned to him, on purpose, and without being asked to do.	4.02	1.40	1	High
2	Tearing the question sheet during exam by the student.	3.74	1.25	2	High
1	Turn face and eye to the neighbor students intending to cheat in the exam hall.	3.54	1.25	3	High

Table 4 shows that item (1) obtained the medium rank by arithmetic mean of 3.54 and standard deviation of 1.25. Other items got high estimation especially for item (3) where its mean was 4.02 and standard deviation of 1.40. The least estimation was for item (1) with a mean of 3.54 and standard deviation of 1.25. Other items scored high where item (3) obtained arithmetic mean of 4.02 and standard deviation of 1.40. The least scored item was No. (1) with arithmetic mean of 3.54 and standard deviation of 1.25.

Item (3) scored the first rank and high level due to the trouble made by the student "sitting on the unassigned chair" because it causes confusion and disarrangement of registering the presence and absence of students of the time of exam, besides causing trouble to other students.

The least scored item was No. (1) and ranked medium. This might be due to the feelings of controllers and hall heads that turn face and eye occurs sometimes unintentionally due to the longtime of the exam and student need to change his sitting position.

Arithmetic means and standard deviations for the effectiveness degree of administrative procedures applied in treating the violations by students

Third: The topic of canceling a course penalty:

Table 5

Topic No	Topic Name	Arith. Mean	St. Dev.	Rank	Est.
10	The student tears out the answer book (paper or cover).	4.21	1.23	1	High
13	Splitting out some papers of the book during the session.	4.13	1.18	2	High
5	The student tries to throw away the questions sheet out the exam hall.	4.11	1.27	3	High
12	Exiting by force during the session by the student.	4.11	1.21	3	High
9	The student makes trouble in the hall.	4.10	1.19	4	High
4	The student gets more than one written warning in one session of exam.	4.09	1.07	9	High
14	The student gives his question sheet to another student in the hall.	4.05	1.20	6	High
15	The student gives cheating papers to another student in the hall.	3.95	1.15	7	High
16	The student has cheating papers during his going or	3.95	1.10	7	High

	return from toilette.				
17	The student applies adhesive between papers of answer book that prevents open it.	3.91	1.26	8	High
6	The student has paper pieces with writing related to the exam.	3.89	1.11	9	High
20	The student scratches information of his name, number and directorate.	3.85	1.22	10	High
19	The student provides false name and number.	3.83	1.24	11	High
7	Tools of students has writings related to the exam.	3.82	1.14	12	High
8	Some parts of the student body or clothes have writings related to the exam.	3.82	1.16	12	High
11	The student talks with another student during the session.	3.72	1.19	14	High
18	The student falsifies information of his name or number.	3.68	1.25	15	High
21	The student ticks marks in the box assigned to the checker.	3.65	1.27	16	Med.

Table 5 shows that item (21) obtained medium score while other items got high estimation, where the greater score was for item (10) with arithmetic mean of 4.21 and standard deviation of 1.25. The least scored item was (21) with arithmetic mean of 3.65 and standard deviation of 1.27.

We can explain why item (10) got the highest score because all sample members were satisfied of the penalty because the violation leads to confuse other student and indicates irresponsibility by the violator. The item (21) shows that some students has no knowledge and guide about writing in the unassigned spaces.

Fourth: The topic of canceling all exam courses of the student in the same semester session:

Arithmetic means and standard deviations for treating the violations of students in terms of the penalty of canceling all exam courses for the same semester session.

Table 6

Topic No	Topic Name	Arith. Mean	St. Dev.	Rank	Estimation
26	The student uses recording or photo devices.	4.23	1.15	1	High
25	The student curses Allah in the session.	4.22	1.28	2	High
29	The student escapes with any part of answer book during the session even he signed the delivery of answer book register.	4.19	1.20	3	High
22	The student has communications devices or headphones during going to the toilette or return.	4.18	1.14	4	High
23	The student has electronic communications device or receivers that can be used in cheating.	4.17	1.14	5	High
24	The student commits any deed that results in canceling the exam or exams.	4.11	1.05	6	High
34	The student tears out the answer book of his colleagues.	4.09	1.22	7	High
28	The student throws the answer book out of the exam hall.	4.08	1.21	8	High

30	The student threatens the hall head, assistant, controller or messenger verbally.	4.05	1.19	9	High
32	The student exchanges his answer book with another student.	33.9	1.17	10	High
27	The student writes down a question/s or a paper and throws it out the hall.	3.94	1.15	11	High
31	The student writes for another student in the session time.	3.94	1.18	11	High
37	The student uses a question sheet of previous year and hides the present one during the exam session.	3.85	1.27	12	High
35	The student writes nasty words and statement on the answer book which discovered during check.	3.79	1.24	13	High
33	The student curses another student or assaults him.	3.77	1.24	14	High
36	The student refuses inspection prior and during the exam.	3.66	1.21	15	Med.

Table 6 shows that item (36) obtained medium score while other items scored high. The highest scored was item (26) with arithmetic mean of 4.23 and standard deviation of 1.15, while the lowest scored was item (36) with arithmetic mean of 3.66 and standard deviation of 1.21.

Item (26) was so important and obtained support of sample member because such violation disrupts the exam due to high technology of data transmission using WhatsApp, Facebook, Tango, which in turn affects the internal and external environment, where some persons call and shout the answers. Such disruption makes the exam unreliable and unequitable. Item (36) shows that inspection process prior to the exam is a protective process to avoid cheating due to forgetting to leave some papers out the hall and due to the confidence of administrative staff that they can discover any devices or papers with the students.

Fifth: Topic of cancellation all exam courses of the student for the semester and the next one.

Arithmetic means and standard deviations for the effectiveness degree of administrative procedures adopted to fight violation in terms of canceling all exam courses of the student for the said semester and the next one.

Table 7

Topic No	Topic Name	Arith. Mean	St. Dev.	Rank	Estimation
38	The student assaults (hits) the hall head, assistant, controller or messenger in the exam hall.	4.31	1.20	1	High
42	The student escapes with the question sheet during exam session.	4.18	1.19	2	High
39	Another person sits in the chair of the student.	4.13	1.24	3	High
40	The student writes down a name of other student on his answer sheet.	4.13	1.20	3	High

43	The student implants digital wireless receivers inside ear (wireless headphone).	4.10	1.21	5	High
44	The student throws question sheet out the exam hall.	4.10	1.19	5	High
41	The student delivers another answer book rather than that signed by hall head.	4.08	1.23	7	High

Table 7 shows that all items in this topic obtained high score. The highest score was for item (38) with arithmetic mean of 4.08 and standard deviation of 1.23.

The highest item (38) explains that the violation is so severe and harms others in an aggressive way and represents a dangerous social problem since it combines among the psychological, physical and economic impacts on the workers at the hall and society. It is also aggression against a public employee during practicing his duties, which in turn represents aggression against the state besides the disorder created in the hall as a result.

The lowest score item (41) shows that violation is also dangerous and represents falsification and forgery by student to seek success. The penalty may lead to discover those who cooperated with the student to be subject to legal procedures by court.

Sixth: Topic of canceling one exam course during check or extraction of results:

Arithmetic means and standard deviations for the effectiveness degree of procedures related to penalty of canceling one exam course during check or extraction the results.

Table 8

Topic No	Topic Name	Arith. Mean	St. Dev.	Rank	Estimation
45	Answer book of the student contains cheating papers.	3.80	1.19	1	High
48	Answer book of the student lacks some papers.	3.69	1.21	2	High
47	There is a collective cheating in the hall.	3.67	1.24	3	High
46	There is a difference in the writing style and letters in the answer book	3.64	1.26	4	Med.

Table 8 shows that item (46) scored the lowest with medium rank while other items scored high. The highest item was (45) with a mean of 3.80 and standard deviation of 1.19. Item (46) has a mean of 3.64 and standard deviation of 1.20. The sample responses indicate agree of all respondents on the critical situation of finding cheating papers and this event is the responsible of hall head and controllers. Item (46) shows that difference in writing letters and style may result from different types of pens and anxiety and fear of student that make him shake and shiver hand.

Second Question

Are there statistically significant differences in the effectiveness degree of the administrative procedures adopted to treat the violations of students in the exam of general certificate as perceived by hall heads and controllers attributed to gender, position and administrative experience?

To answer this question the researchers adopted the following:

1. Calculate the arithmetic means and standard deviations of the effectiveness degree of the procedures adopted in treating the violations of students in exam hall according to gender, position and experience, as shown in Table 9.

Table 9

Var			Dimension of Penalty									
Gender	position	experience	warning		Cancel one exam		Cancel all subjects In the same semester		Cancel all subjects In the semester and next one		Cancel one subject During check and results	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Male	Head of Hall	<10	3.88	0.97	4.12	0.89	4.15	0.96	4.34	1.09	3.74	1.13
		≥10	3.96	0.93	4.00	0.88	4.06	0.92	4.17	0.98	3.70	0.86
		Total	3.93	0.99	4.05	0.88	4.10	0.93	4.24	1.02	3.72	0.97
	Controller	<10	3.00	1.76	3.14	1.88	3.27	2.02	3.61	2.26	3.25	1.98
		≥10	3.96	0.74	4.23	0.65	4.34	0.63	4.66	0.48	4.50	0.73
		Total	3.81	0.95	4.06	0.94	4.18	0.95	4.50	0.94	4.31	1.04
	Total	<10	3.82	1.04	4.05	0.99	4.09	1.05	4.29	1.17	3.70	1.18
		≥10	3.96	0.88	4.05	0.84	4.13	0.86	4.28	0.91	3.88	0.90
		Total	3.91	0.94	4.05	0.89	4.11	0.93	4.28	1.01	3.82	1.01
Female	Head of Hall	<10	3.65	1.14	3.67	1.04	3.77	1.22	3.81	1.23	3.50	1.00
		≥10	3.39	1.17	3.60	0.98	3.79	1.03	3.80	1.18	3.38	1.14
		Total	3.50	1.16	3.63	1.00	3.78	1.10	3.80	1.19	3.43	1.07
	Controller	<10	3.66	0.57	4.50	0.56	3.97	1.06	4.00	1.73	3.00	0.86
		≥10	3.43	1.17	3.97	1.29	4.06	1.35	4.27	1.33	3.87	1.17
		Total	3.48	1.05	4.09	1.17	4.04	1.25	4.20	1.35	3.67	1.14
	Total	<10	3.65	1.08	3.77	1.03	3.80	1.18	3.84	1.26	3.44	0.98
		≥10	3.40	1.16	3.70	1.07	3.86	1.11	3.92	1.22	3.51	1.16
		Total	3.05	1.13	3.73	1.04	3.84	1.13	3.89	1.22	3.48	1.08

Table 9

Var			Dimension of Penalty									
Gender	position	experience	warning		Cancel one exam		Cancel all subjects In the same semester		Cancel all subjects In the semester and next one		Cancel one subject During check and results	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Total	Head of Hall	<10	3.80	1.03	3.96	0.96	4.02	1.06	4.15	1.16	3.65	1.08
		≥10	3.77	1.04	3.87	0.93	3.97	0.96	4.05	1.06	3.60	0.97
		Total	3.78	1.04	3.91	0.94	3.99	1.00	4.09	1.10	3.62	1.01
	Controller	<10	3.33	1.22	3.82	1.45	3.62	1.49	3.80	1.81	3.12	1.37
		≥10	3.76	0.94	4.13	0.92	4.24	0.95	4.51	0.89	4.26	0.65
		Total	3.68	0.99	4.08	1.02	4.13	1.06	4.38	1.11	4.06	1.11
	Total	<10	3.76	1.05	3.94	1.00	3.98	1.10	4.12	1.22	3.60	1.11
		≥10	3.77	1.02	3.93	0.93	4.04	0.96	4.16	1.03	3.76	1.00
		Total	3.77	1.02	3.94	0.96	4.02	1.01	4.15	1.10	3.70	1.04

Table 9 shows a clear difference in the values of arithmetic means for effectiveness degree of the administrative procedures adopted to treat the violations of students sitting to the general exam according to the gender, position and experience. To determine if these differences are statistically significant, multi-tri-nova analysis was conducted as shown in Table 10.

Results of Multi-Tri-Nova analysis of the impact of the gender, position and experience on the effectiveness degree adopted in treating the violation of students to the exam in all topics.

Table 10

Source of variance	Dimension	W/L value	Sum of Square	Freedom of degree	Aver. Of means	F val.	Signif. Value
Gender	Warning	0.947	0.474	1	0.474	0.455	0.501
	Cancel of one exam		0.065	1	0.065	0.072	0.788
	Cancel of all exam in one semester		0.056	1	0.056	0.054	0.816
	Cancel of all exams in one semester and the next one		0.880	1	0.880	0.734	0.393
	Cancel of one subject result during check stage		2.189	1	2.189	2.097	0.149
position	Warning	0.968	0.740	1	0.740	0.710	0.401
	Cancel of one exam		0.216	1	0.216	0.246	0.624
	Cancel of all exam in one semester		0.020	1	0.020	0.019	0.890
	Cancel of all exams in one semester and the next one		0.180	1	0.180	0.150	0.699
	Cancel of one subject result during check stage		0.89	1	0.89	0.085	0.771
Experience	Warning	0.960	0.313	1	0.313	0.301	0.384
	Cancel of one exam		0.145	1	0.145	0.161	0.689
	Cancel of all exam in one semester		1.242	1	1.242	1.206	0.274
	Cancel of all exams in one semester and the next one		1.350	1	1.350	1.126	0.296
	Cancel of one subject result during check stage		4.096	1	4.096	3.924	0.049
Gender × Position	Warning	0.929	0.949	1	0.949	0.911	0.341
	Cancel of one exam		3.990	1	3.990	4.437	0.037
	Cancel of all exam in one semester		1.215	1	1.215	1.179	0.279
	Cancel of all exams in one semester and the next one		0.836	1	0.836	0.697	0.405
	Cancel of one subject result during check stage		0.100	1	0.100	0.096	0.757
	Warning		2.463	1	2.463	2.364	0.126
	Cancel of one exam		2.584	1	2.584	2.873	0.092
	Cancel of all exam in one semester		0.829	1	0.829	0.804	0.371
	Cancel of all exams in one semester and the		0.410	1	0.410	0.342	0.560

Gender × Experience	next one	0.963					
	Cancel of one subject result during check stage		0.217	1	0.217	0.208	0.649
Position × Experience	Warning	0.959	0.871	1	0.871	0.836	0.362
	Cancel of one exam		0.596	1	0.596	0.663	0.417
	Cancel of all exam in one semester		1.612	1	1.612	1.565	0.213
	Cancel of all exams in one semester and the next one		2.371	1	2.371	1.978	0.161
	Cancel of one subject result during check stage		5.464	1	5.464	5.234	0.023
Gender × Position × Experience	Warning	0.965	0.777	1	0.777	0.745	0.389
	Cancel of one exam		2.853	1	2.853	3.172	0.077
	Cancel of all exam in one semester		1.282	1	1.282	1.144	0.266
	Cancel of all exams in one semester and the next one		0.898	1	0.898	0.749	0.388
	Cancel of one subject result during check stage		0.092	1	0.092	0.088	0.767
Error	Warning	x	179.219	172	1.042		
	Cancel one subject		154.67	172	0.899		
	Cancel all subjects in the semester		177.23	172	1.030		
	Cancel all subject in the semester and next one		206.174	172	1.199		
	Cancel one subject during check (review) and results		179.545	172	1.044		
Total	Warning	x	189.840	179			
	Cancel one subject		165.227	179			
	Cancel all subjects in the semester		184.364	179			
	Cancel all subjects in the semester and next one		219.072	179			
	Cancel one subject during check or results		196.559	179			

Table 10 indicates the following:

- No statistically significant differences ($\alpha \leq 0.05$) in the effectiveness degree of administrative procedures in treating the students' violations of general exam attributed to gender and position. The results can be explained in that penalties were suitable to the committed violations by students as agreed upon by hall heads and controllers male and female, because they share the same task of control and provide a safe environment for students.
- there were statistically significant differences ($\alpha \leq 0.05$) in the effectiveness degree of administrative procedures in treating the students' violations of general exam attributed to experience in terms

of canceling one subject during the phase of check or results extraction. The differences were in favor to the experience of more than 19 years. This result can be explained in that experienced respondents participated in controlling the exam for many times so they obtained more knowledge and skills.

- There were statistically significant differences in effectiveness degree of administrative procedures in treating the students' violations of general exam attributed to the interaction between gender and position related to canceling one subject of exam as shown in Figure 1.

Fig. 1
Interaction between gender and position related to canceling one subject

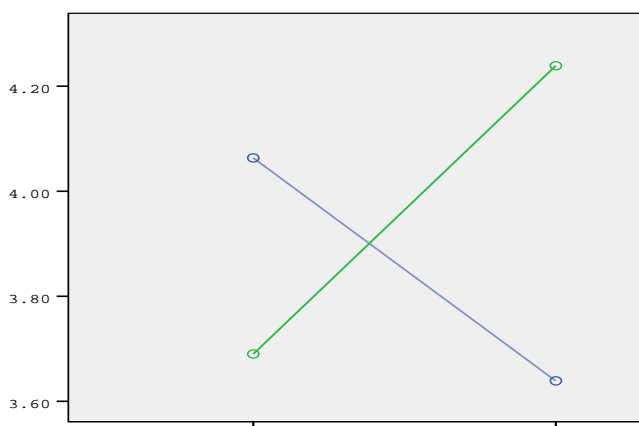


Fig. 1 indicates that the arithmetic mean of female controllers was greater than that of male controllers. This can be attributed to that female controllers are more committed to instruction and apply it strictly than male controllers. Due to the leadership characteristics of hall head there were no difference between male and female heads who perceive the importance of imposing a penalty on cheater students.

There were statistically significant differences ($\alpha \leq 0.05$) in effectiveness degree of administrative procedures in treating the students' violations of general exam attributed to experience – position interaction related to canceling one subject of exam during the process of check and result extraction, as shown in Fig. 2.

Fig. 2

Experience – position interaction related to the penalty of canceling one subject during the check and result extraction.

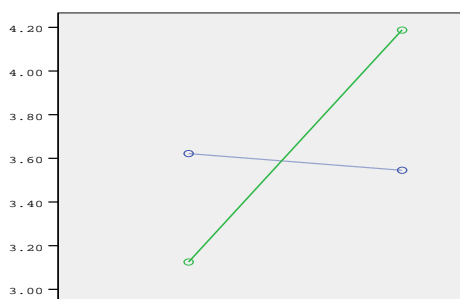


Fig. 2 shows that arithmetic mean of those with experience less than 10 years was greater with controllers, while the mean of those experienced (>10) was greater with hall heads. Such result can be explained in that controllers with less than 10 years of experience are more enthusiastic and motivated to discover the violations during the exam session and discover during the check phase. This will let them satisfied that violator student will be punished later even if he has not been caught in the exam session. The hall heads with more than 10 years of experience have realistic experience with such cases in the previous years besides their leadership features that make them support the penalty despite the violation was not discovered in the session.

Arithmetic means and standard deviations of effectiveness degree of administrative procedures in treating the students' violations of general exam attributed to gender, experience and position as shown in Table 11.

Arithmetic means and standard deviations according to gender, experience and position.

Table 11

Gender	Position	Experience	Arith. means	Stud. Dev.
Male		<10	4.12	0.87
		≥ 10	4.02	0.85
		Total	4.06	0.85
	Bachelor + Diploma	<10	3.25	1.97
		≥ 10	4.33	0.52
		Total	4.17	0.89
	Total	<10	4.05	0.97
		≥ 10	4.09	0.79
		Total	4.08	0.86
Female	Bachelor	<10	3.71	1.06
		≥ 10	3.66	0.99
		Total	3.68	1.01
	Master	<10	4.07	0.71
		≥ 10	4.00	1.24
		Total	4.02	1.11

Total	Total	<10	3.75	1.02
		≥ 10	3.75	1.06
		Total	3.75	1.04
	Bachelor	<10	3.97	0.95
		≥ 10	3.90	0.91
		Total	3.93	0.93
	Bachelor + Diploma	<10	3.66	1.40
		≥ 10	4.21	0.85
		Total	4.11	0.97
	Total	<10	3.94	0.99
		≥ 10	3.98	0.90
		Total	3.96	0.93

Total 11 shows virtual difference in arithmetic mean values for effectiveness degree according to gender, position and experience. To determine whether these differences were statistically significant a multi-tri-nova analysis was madder as shown in Table 12.

Results of Tri-nova for the impact of gender, position and experience on the effectiveness degree of administrative procedures to treat the students violations of general exam.

Table 12

Source of variance	Sum of squares	Freedom degrees	Average of means	F	Sig. level
Gender	0.082	1	0.082	0.095	0.758
Position	0.026	1	0.026	0.030	0.863
Experience	0.787	1	0.787	0.912	0.341
Gender * position	1.649	1	1.649	1.910	0.169
Gender * experience	1.292	1	1.292	1.496	0.223
Position * experience	1.417	1	1.417	1.642	0.202
Gender * position * experience	1.511	1	1.511	1.750	0.188
Error	148.506	172	0.863		
Total	157.503	179	-		

Table 12 shows no statistically significant differences ($\alpha \leq 0.05$) in the effectiveness degree of the administrative procedures attributed to the gender, position and experience and dual and trial interactions among these variables.

For the open question, which states:

"In your opinion what are the procedures that should be taken to prevent and limit the phenomenon of cheating in the general exam of secondary certificate? The responses of sample members agreed by 50% as follow:

1. Check-in the students accurately by using detecting devices prior to exam entry.
2. Design different forms for the exam and assign different forms for the private study students.

3. Select hall heads and controllers through multi criteria such as experience, annual evaluation, reports, of previous exam hall heads taking into account their personal characteristics.
4. Impose strict penalties on controllers in case of group cheating.
5. Students should sit in closed hall like universities to secure unlearn of questions and interfere of parents.
6. Disconnect communications in exam halls and reduce the schedule of exam through reducing the branches of secondary majors.
7. Use interference electronic devices and camera control in the hot halls.
8. Switch to computerized exam (test).
9. Make acquaintance among heads and controllers prior to the exam through trying to build mutual trust among them.
10. Use different media to publish the instructions of to inform students and parents.
11. Merge halls and move unprotectable ones to a safe place.
12. Impose severe penalties on parents and persons around the halls especially where cheating happens frequently.
13. Review the instructions of success and failure in the grades 1 – 11.
14. Print a code on the question sheet to indicate the place of the hall and receive this sheet along with the answer book.
15. Provide full protection by security forces for all staff inside and outside the halls and issue new legislations that empower police with stronger authorities to punish any trouble maker.
16. Provide a history record about every student to help the heads and controllers in dealing with cases of cheating especially with bad behavior students.
17. Readiness and support the exam halls and schools with protection means.

Recommendation

1. Reconsider some penalties so as to fit the violation.
2. Make students aware of the administrative procedure by several media.
3. Apply the penalties on the students of grades preceding secondary grade to acknowledge them and be aware of penalties.

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